



Universitas Negeri Surabaya
Faculty of Economics and Business
Economic Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
EDUCATIONAL ECONOMICS	8720303369	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	November 17, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Mohamad Arief Rafsanjani, S.Pd, M.Pd		Heni Purwa Pamungkas, S.Pd, M.Pd			Dr. Retno Mustika Dewi, S.Pd., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course											
	PLO-8	Able to communicate well orally and in writing in learning activities										
	Program Objectives (PO)											
	PO - 1	Demonstrate a responsible attitude towards work independently and in groups (CPL 1)										
	PO - 2	Examining the concept of providing education from micro and macro economic approaches										
	PO - 3	Communicate well orally and in writing in learning activities										
	PO - 4	Identify and solve problems in the management of educational units										
	PLO-PO Matrix											
		<table border="1" style="margin-left: 40px;"> <tr> <td>P.O</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> </tr> </table>	P.O	PLO-8	PO-1		PO-2		PO-3		PO-4	
	P.O	PLO-8										
PO-1												
PO-2												
PO-3												
PO-4												

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: 40px;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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Short Course Description	This course includes a discussion of the relationship between economics, education and educational economics, education and economic growth, human capital theory, compensation in education, educational benefits, educational costs, analysis of educational benefits and costs, educational financial support, educational production function, input models and educational economic output and socio-economic support for education. Lectures are carried out using a system of discussions, project assignments and reflection.
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References	Main :	
		<ol style="list-style-type: none"> 1. Mulyono.2010 .Konsep Pembiayaan Pendidikan .Yogyakarta: Ar-Ruzz Media Group 2. Soejoto, Ady, et.al.2019. Ekonomi Pendidikan. Surabaya: UNESA University Press 3. Harsono. 2007. Pengelolaan Pembiayaan Pendidikan. Yogyakarta: Pustaka Book Publisher
	Supporters:	

1. Johnes, Geraint&Johnes Jill (ed.).2004. International Handbook on the Economics of Education. Edward Elgar Publishing: USA
2. Lovenheim, Michael&Turner Sarah. 2018. Economics of Education. Worth Publisher: New York

Supporting lecturer
Riza Yonisa Kurniawan, S.Pd., M.Pd.
Wida Wulandari, M.Pd.
Putri Ulfa Kamalia, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Analyze the nature of economics, education, and educational economics and examine relevant educational issues Analyze the correlation between economics, education, and education economics and examine relevant educational issues	<ol style="list-style-type: none"> 1.Explain the essence of economics 2.Explain the essence of education 3.Analyze the economic nature of education 4.Examining the economic issues of education / Examine the economic issues of education 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10 <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Case study / case study Discussion / group discussion Question and answer / question and answer session 3 X 50		<p>Material: - The nature of economics, education, and educational economics</p> <p>Library: <i>Lovenheim, Michael & Turner Sarah. 2018. Economics of Education. Worth Publisher: New York</i></p>	10%
2	Analyzing the role of education in economic growth	<ol style="list-style-type: none"> 1.1. Explain the indicators of economic growth 2.2. Analyze the contribution of education to economic growth 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10 <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	- Lecture - Discussion - Questions and answers - 1st assignment: Analysis of the contribution of education in economic growth 3 X 50		<p>Material: Economic growth indicators, correlation of education with economic growth</p> <p>References: <i>Lovenheim, Michael & Turner Sarah. 2018. Economics of Education. Worth Publisher: New York</i></p>	10%

3	Analyzing human capital theory and its application in the field of education	<p>1.1. Explain the concept of human capital</p> <p>2.2. Analyze the benefits of education and the role of government in education</p> <p>3.3. Analyze the relationship between education and income</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lecture</p> <p>- Discussion</p> <p>- Question and answer</p> <p>3 X 50</p>		<p>Material: The concept of human capital, the benefits of education, the role of government in education</p> <p>Reference: Soejoto, Ady, et.al.2019. <i>Economics of Education.</i> Surabaya: UNESA University Press</p>	5%
4	Analyzing human capital theory and its application in the field of education	<p>1.1. Explain the concept of human capital</p> <p>2.2. Analyze the benefits of education and the role of government in education</p> <p>3.3. Analyze the relationship between education and income</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lecture</p> <p>- Discussion</p> <p>- Question and answer</p> <p>3 X 50</p>		<p>Material: The concept of human capital, the benefits of education, the role of government in education</p> <p>Reference: Soejoto, Ady, et.al.2019. <i>Economics of Education.</i> Surabaya: UNESA University Press</p>	5%
5	Analyze the costs and benefits of education and present them responsibly	<p>1.1. Explain the theory of income distribution</p> <p>2.2. analyze the taxonomy of educational benefits</p> <p>3.3. explain approaches to measuring the benefits of education</p> <p>4.4. explain direct costs</p> <p>5.5. explain indirect costs and imputed costs</p> <p>6.6. explain the input of educational resources</p> <p>7.7. Analyze external costs, non-formal education costs and other issues</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lecture</p> <p>- Discussion</p> <p>- Question and answer</p> <p>- 2nd assignment: review scientific articles on the topic of the benefits of education</p> <p>3 X 50</p>		<p>Material: Benefits of education, costs of education, sources of education financing</p> <p>Reference: Soejoto, Ady, et.al.2019. <i>Economics of Education.</i> Surabaya: UNESA University Press</p>	5%

6	Analyze the costs and benefits of education and present them responsibly	<p>1.1. Explain the theory of income distribution</p> <p>2.2. analyze the taxonomy of educational benefits</p> <p>3.3. explain approaches to measuring the benefits of education</p> <p>4.4. explain direct costs</p> <p>5.5. explain indirect costs and imputed costs</p> <p>6.6. explain the input of educational resources</p> <p>7.7. Analyze external costs, non-formal education costs and other issues</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lecture</p> <p>- Group discussion</p> <p>- Assignment</p> <p>3: Analysis of educational costs and sources of educational financing</p> <p>3 X 50</p>		<p>Material: Benefits of education, costs of education, sources of education financing</p> <p>Reference: <i>Soejoto, Ady, et.al.2019. Economics of Education. Surabaya: UNESA University Press</i></p>	5%
7	Analyze the costs and benefits of education and present them responsibly	<p>1.1. Explain the theory of income distribution</p> <p>2.2. analyze the taxonomy of educational benefits</p> <p>3.3. explain approaches to measuring the benefits of education</p> <p>4.4. explain direct costs</p> <p>5.5. explain indirect costs and imputed costs</p> <p>6.6. explain the input of educational resources</p> <p>7.7. Analyze external costs, non-formal education costs and other issues</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lecture</p> <p>- Presentation of group discussion results related to education financing</p> <p>- Questions and answers</p> <p>3 X 50</p>		<p>Material: Benefits of education, costs of education, sources of education financing</p> <p>Reference: <i>Soejoto, Ady, et.al.2019. Economics of Education. Surabaya: UNESA University Press</i></p>	5%
8	UTS	-	<p>Criteria:</p> <p>-</p> <p>Form of Assessment : Test</p>	2 X 50		<p>Material: Meeting material 1-7</p> <p>Reader: <i>Mulyono.2010 .Education Financing Concepts .Yogyakarta: Ar-Ruzz Media Group</i></p>	0%

9	Analyze educational financial support and present it responsibly	<p>1.1. Explain government regulations in education</p> <p>2.2. Analyze financing for primary and secondary schools</p> <p>3.3. Analyze financing in higher education</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lecture</p> <p>- Group discussion</p> <p>- Assignment</p> <p>4: Analysis of financing for primary, secondary and tertiary education</p> <p>3 X 50</p>	<p>Material: Education financing in primary, secondary and tertiary schools</p> <p>Reference: <i>Soejoto, Ady, et.al. 2019. Economics of Education. Surabaya: UNESA University Press</i></p>	8%
10	Analyze educational financial support and present it responsibly	<p>1.1. Explain government regulations in education</p> <p>2.2. Analyze financing for primary and secondary schools</p> <p>3.3. Analyze financing in higher education</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lectures</p> <p>- Group discussion presentations related to education financing at primary, secondary and tertiary levels</p> <p>- Questions and answers</p> <p>3 X 50</p>	<p>Material: Education financing in primary, secondary and tertiary schools</p> <p>Reference: <i>Soejoto, Ady, et.al. 2019. Economics of Education. Surabaya: UNESA University Press</i></p>	7%
11	Analyzing the production function in the field of education	<p>1.1. Explain the production function of education</p> <p>2.2. analyze the application of the production function concept</p>	<p>Criteria:</p> <p>1.The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2.85 ≤ A ≤ 100 A 4.00; 80 ≤ A < 85 A- 3.75; 75 ≤ B < 80 B 3.50; 70 ≤ B < 75 B 3.00; 65 ≤ B_ < 70 B- 2.75; 60 ≤ C < 65 C 2.50; 55 ≤ C < 60 C 2.00; 40 ≤ D < 55 D 1.00; 0 ≤ E < 40 E 0.00</p> <p>Form of Assessment : Participatory Activities</p>	<p>- Lecture</p> <p>- Group discussion</p> <p>- Task 5: Analysis of the educational production function</p> <p>3 X 50</p>	<p>Material: Educational production function</p> <p>Reference: <i>Soejoto, Ady, et.al. 2019. Economics of Education. Surabaya: UNESA University Press</i></p>	8%

12	Analyzing the production function in the field of education	<p>1.1. Explain the production function of education</p> <p>2.2. analyze the application of the production function concept</p>	<p>Criteria:</p> <p>1. The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2. $85 \leq A \leq 100$ A $4.00; 80 \leq A < 85$ A- 3.75; $75 \leq B < 80$ B 3.50; $70 \leq B < 75$ B 3.00; $65 \leq B < 70$ B- 2.75; $60 \leq C < 65$ C 2.50; $55 \leq C < 60$ C 2.00; $40 \leq D < 55$ D 1.00; $0 \leq E < 40$ E 0.00</p> <p>Form of Assessment : Participatory Activities</p>	<p>- Lecture</p> <p>- Group discussion</p> <p>- 6th assignment: Analysis of the implementation of the 3 X 50 educational production function concept</p>	<p>Material: Educational production function</p> <p>Reference: Soejoto, Ady, et.al.2019. <i>Economics of Education</i>. Surabaya: UNESA University Press</p>	7%
13	Analyze the educational input-output model and present it responsibly	<p>1.1. Explain the study of educational economic input and output</p> <p>2.2. Analyze the Buchmann and Hannum input-output transformation model</p> <p>3.3. Analyze the World Bank input-output transformation model</p>	<p>Criteria:</p> <p>1. The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2. $85 \leq A \leq 100$ A $4.00; 80 \leq A < 85$ A- 3.75; $75 \leq B < 80$ B 3.50; $70 \leq B < 75$ B 3.00; $65 \leq B < 70$ B- 2.75; $60 \leq C < 65$ C 2.50; $55 \leq C < 60$ C 2.00; $40 \leq D < 55$ D 1.00; $0 \leq E < 40$ E 0.00</p> <p>Form of Assessment : Participatory Activities</p>	<p>- Lecture</p> <p>- Group discussion</p> <p>- Task 7: Analysis of the 3 X 50 educational input-output model</p>	<p>Material: Educational input-output transformation model</p> <p>Reference: Soejoto, Ady, et.al.2019. <i>Economics of Education</i>. Surabaya: UNESA University Press</p>	8%
14	Analyze the educational input-output model and present it responsibly	<p>1.1. Explain the study of educational economic input and output</p> <p>2.2. Analyze the Buchmann and Hannum input-output transformation model</p> <p>3.3. Analyze the World Bank input-output transformation model</p>	<p>Criteria:</p> <p>1. The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2. $85 \leq A \leq 100$ A $4.00; 80 \leq A < 85$ A- 3.75; $75 \leq B < 80$ B 3.50; $70 \leq B < 75$ B 3.00; $65 \leq B < 70$ B- 2.75; $60 \leq C < 65$ C 2.50; $55 \leq C < 60$ C 2.00; $40 \leq D < 55$ D 1.00; $0 \leq E < 40$ E 0.00</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>- Lecture</p> <p>- Presentation</p> <p>- Question and answer 3 X 50</p>	<p>Material: Educational input-output transformation model</p> <p>Reference: Soejoto, Ady, et.al.2019. <i>Economics of Education</i>. Surabaya: UNESA University Press</p>	8%

15	Analyzing educational social support	Analyzing socio-economic support for education	<p>Criteria:</p> <p>1. The final score is obtained from: (2 UTS marks 3 Assignment marks 2 Participation marks UAS marks)/10</p> <p>2. $85 \leq A \leq 100$ A 4.00; $80 \leq A < 85$ A- 3.75; $75 \leq B < 80$ B 3.50; $70 \leq B < 75$ B 3.00; $65 \leq B < 70$ B- 2.75; $60 \leq C < 65$ C 2.50; $55 \leq C < 60$ C 2.00; $40 \leq D < 55$ D 1.00; $0 \leq E < 40$ E 0.00</p> <p>Form of Assessment : Participatory Activities</p>	- Lecture - Discussion - Question and answer 3 X 50		<p>Material: Socio-economic support for education</p> <p>Reference: Soejoto, Ady, et.al.2019. <i>Economics of Education</i>. Surabaya: UNESA University Press</p>	9%
16	UAS	-	<p>Criteria: -</p> <p>Form of Assessment : Test</p>	- 3 x 50		<p>Material: Meeting material 9-15</p> <p>References: Soejoto, Ady, et.al.2019. <i>Economics of Education</i>. Surabaya: UNESA University Press</p>	0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	66%
2.	Test	34%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

